

STORIES

* We can distinguish two types of narratives (stories):

- **First-person narratives:** are written in the first-person (I, we) about a series of events, real or imaginary, which happened to us.

- **Third-person narratives:** are written in the third-person (she/ he/ it/ they) and are real or imaginary stories about another person or other people.

* You will be asked to write a story (either fictional or real) for which you can be provided with either a title, or the first or last sentence of the story.

* Stages you should follow to write the narrative: **pre-writing, writing and proofreading.**

1. PRE-WRITING

1.1. Write an **outline** of what the story could basically be about. Read the exam rubric carefully.

1.2. **Brainstorming:** try to get more details. To help with this, ask yourself questions about the three main parts of a story (that is, the **plot**, the **character/s**, and the **setting**). For example: where did this all take place and when? Who are the participants? What time of day was it when the story begins? What was the weather like? ...). Note down important points.

PLOT: The plot of your story tells the actions and events that take place in your story. It's usual to describe events in the order in which they happened but this is not compulsory.

Your plot should have an introduction, a problem and its resolution.

The story can be fact or fiction. It's usually easiest to write a story which is based on your own experience, but don't be afraid to change the details or invent new parts if this helps to make the story more interesting or entertaining. A good plot is not only entertaining, but also surprising and/or funny.

CHARACTER/S: A person, animal or imaginary creature in your story. There are usually one or two main characters. There can be many secondary characters too. Make your characters interesting so that they hold your reader's interest.

SETTING: This is where your story takes place. The setting is a **time** - the future, the past, or now. Think of the weather, time of year... Use phrases to show when things happened in your story (e.g. *Almost three months before...* / *By the beginning of May...*). The setting is also the **place** (e.g. *on the moon, in Chicago, at the Whitehouse*).

* A final aspect to decide before starting to write is from whose **point of view** the story is going to be told. Narratives can be written in the **first** person, that is, using "I, we" or **third** person ("he, she, it, they"). Sometimes the exam makes this clear. For instance, if the exam rubric reads: Write a story which ends with the following words: "But next time I visit a foreign country I'll definitely learn a few key words of the language before I go"; you obviously have to use the first person narrator.

1.3. **Organization:** arrange the ideas into paragraphs. Stories are often told in 4 stages:

1. **Introduction:** who was involved, time, place, or even source of the story (*I was told this story by my grandfather when I was a child.*)

2. **Background:** weather, moment of day, description of places and information/ description of the characters... The introduction and background can be both presented in the first paragraph.

3. **Problem/Body:** consisting usually of two or more paragraphs, where you develop your story, presenting the events that happened.

4. **Resolution/Conclusion:** the last paragraph, where you tell what happened at the end of the story, including people's feelings, final comments or reactions. Decide whether your story will have a happy or a sad ending. A surprising ending makes a good impression on the reader.

2. WRITING

Write the composition, using the number of words you are told (about 225 words) and taking into account the four stages mentioned before (i.e. introduction, background, problem and resolution).

2. 1. Techniques to begin your story:

An interesting beginning will catch the reader's attention and make her/him want to continue reading. You can **START** your story by:

a) **using the senses** to set the scene and describe the weather, atmosphere, surroundings or people's actions, to create mystery or suspense:

I could hear the wind howling around me. It was quite dark that night and it felt strange to be out in the wilderness all alone.

b) **using direct speech** (or thoughts):

"Always look on the bright side of life, kids", Mr Frisbain used to tell us.

c) **asking a rhetorical question**, i.e. a question that does not require an answer:

Have you ever travelled by train on a warm summer night?

d) **referring to your/ the character's feelings** or moods:

I was exhausted because I had been painting walls all day.

e) **addressing the reader** directly:

I am sure you all know what a bargain is.

2.2. Techniques to finish your story:

A good ending will make your reader feel satisfied. You can **END** your story by:

a) **using direct speech** (or thoughts):

"Thank you, sir," the boy said to me.

b) **asking a rhetorical question**:

Why did I have to suffer so much?

c) **referring to your/ the character's feelings** or moods:

They were shivering but they were happy to have made it.

d) **describing people's reactions to /feelings about the events** developed in the body:

My brother had become the hero of the day and I was extremely proud.

2.3. While writing, pay particular attention to:

1. TENSES:

-past simple: to describe actions that started and ended in the past, and actions that happen in sequence (one after the other): *I walked past the bank and stopped at the post office to buy some stamps.*

-past continuous/ progressive: to describe scenes (background information), or actions in progress in the past: *It was raining heavily as we set off.*

-past perfect: for actions that took place before other past actions: *I decided to call Mr Jones and tell him the truth about what had happened.*

- present tenses: can be used for descriptions as well as past tenses but be consistent: if you use the present tense for descriptions, use it in the whole composition for all descriptions you make.

2. LINKING WORDS: USEFUL LINKING WORDS AND STRUCTURES:

This is a useful list of expressions and linking words that you can use to write your story.

1. **To order points and add information (addition)**: also, as well as, besides, eventually, first(ly)/ second(ly)/ etc, first of all, finally, furthermore, in the first/second/etc place, in the end, last(ly), moreover, next, not only... but also...

He is not only artistic, but also a successful businessman.

2. **To give examples**: for example, for instance.

3. **To compare, contrast, present alternatives**: although, but, however, nevertheless, (on the one hand) ... on the other hand, though ...

4. To express cause and effect, reason and result, purpose: as, as a result, as a consequence, because, because of (this/that), consequently, for this/that reason, since, so, so ...that, therefore...

She is so beautiful that she looks like a film star.

People often find him offensive because/since/as he says exactly what he thinks.

She is open and friendly, so/therefore she is popular.

5. To show time: after that, after lunch/dinner..., after a while, afterwards, as, as soon as, at first, at last, at the moment, at the same time, before, before that/then/etc, during, finally, first(ly), initially, lastly, later, meanwhile, soon, suddenly, then, until, when, while...

6. To show place or direction: above, below, beyond, nearby, where...

7. To express condition: if, unless...

8. To conclude: in conclusion, in summary, to conclude, to summarise...

9. Relative pronouns: who, which, whose, that...: *He is a scruffy child whose clothes are dirty.*

10. "With": *She is a tall, slim woman with long blonde hair.*

3. DESCRIPTION: you can describe people, places, objects, moments...

* If you want to describe something or someone, you can use **nouns** and **verbs**. With nouns, your readers will see; with verbs, they will feel. Use a variety of verbs such as "screamed, wondered, whispered..." to avoid using "said" all the time.

* Use also a variety of **adjectives** and **adverbs**, such as "imaginative, wonderful, cautiously..." instead of simplistic ones such as "nice, good, well..."

If you want to describe an object/place or even a character, include information about size, weight (*tiny, heavy...*), shape (*circular, oval...*), colour (brown, multi-coloured...), origin (African, Japanese...), material (leather, plastic...), etc. The word order in which adjectives should be used is:

| value/ opinion | size/ weight | age | temperature | shape | colour | origin | material | (noun) |
|----------------|--------------|-----|-------------|----------|-------------|----------|----------|------------|
| wonderful | | new | | | | | | restaurant |
| | | | | | | Venetian | glass | vase |
| | huge | | | circular | | | | pool |
| fabulous | | old | | | | | fake fur | coat |
| lovely | | | warm | | | Indian | | cushion |
| charming | | | | | whitewashed | | | cottage |

Avoid using all of them, because this will make your description sound unnatural.

* Characters:

- Describe the main characters and their relationships with each other. For a list of adjectives to describe appearance and character and personality, see your photocopies "Writing descriptions of people".

- Ask yourself: how much do readers need to know about their personalities, behaviour, and background?

- Mention anything unusual or significant about them or their clothing. You can also show how aspects of the character's appearance reflect his or her character.

NOTE: for vocabulary related to the senses, movements, ways of walking, talking, looking, etc. read "Physical actions" (page 4).

* Places: to describe places ask yourself questions like:

- Why is this particular place that I want to describe important?

- Where were objects located in relation to where the character/s were?

- What sights, smells, sounds, and tastes were in the air?

- What were the character/s feeling at that time?

To give the reader a more vivid picture of the place you are describing you can refer to the senses (i.e. sight, hearing, smell, taste and touch):

We sat outside one of the many charming cafés in the port and smelled the fresh sea air.

NOTE: for a list of expressions to describe places, read "Places" (page 5).

4. GRAMMAR STRUCTURES:

Try to use a variety of structures (conditionals, reported and direct speech, relative clauses, passive and active voices, etc.)

Participles are also useful when telling a story because they are economical (you can join two simple sentences into one longer, more sophisticated sentence):

* Instead of : *He turned on the light. He saw someone in the room.*

You can use a present participle (-ing): **Turning** on the light, he saw someone in the room.

* Instead of: *She was relieved. She left the police station.*

You can use a past participle: **Relieved**, she left the police station.

Direct speech can be used occasionally for dramatic effect, but don't use direct speech for very long. Remember to use inverted commas correctly:

"Mummy", I said that night, "do you think if I prayed hard God would send daddy back to the war?"

She seemed to think about that for a moment.

"No dear", she said with a smile, "I don't think he would".

"Oh!" I said.

3. PROOFREADING

Read through the story in order to see if you can find any mistakes.

1. Make sure you stick to the **question**.

2. Evaluate the **layout** and **organization**.

3. Revise **grammar**.

4. Revise **vocabulary**. In narrative stories repetition of words and structures is quite frequent.

Example: *And Pinocchio's nose started to grow, and the more he lied, the more it grew, and the more it grew, the more he lied.*

However, when describing it's important to **vary the adjectives** so that you do not use "nice" and "good" all the time.

5. Revise **spelling, capitalization** and **punctuation**.

6. Revise **style**: narrative stories have a rather informal style. Therefore, you can use...

6.1. Informal vocabulary: words of Anglo-Saxon origin (e.g. *wrong* instead of *incorrect*), colloquial expressions/idioms, phrasal verbs (e.g. *get on*) ...

6.2. You can use the first person and expressions of personal feelings. Example:

I saw him once, in the distance, a mysterious figure in his black cloak with his silver walking stick in his hand.

6.3. You can use informal structures (imperative sentences, contractions, direct speech...) but also formal ones (passive voice, indirect speech...) to give your text variety of structures.

6.4. You can use informal punctuation marks such as exclamation marks (!), dashes (-), or parentheses. Pausing (...) is also frequent to add dramatic effect. Example:

And as I pushed open the door... I saw a huge figure standing by the window.

PHYSICAL ACTIONS

Sight

See (use your eyes); **look (at)** (look carefully); **watch** (pay attention to sth that is moving); **glance** (look at sb/sth very quickly)

Taste

Taste: *When you've got a heavy cold you can't really taste things properly.*

Sweet (honey); **salty** (crisps); **bitter** (strong coffee); **sour** (vinegar); **spicy/hot** (Indian food).

Positive: **tasty** (food); **tasteful** (clothes, furnishings, architecture...); **exquisite, delicious**

Negative: **tasteless**

Touch

Feel: *It was a terrible fire, they could feel the hot air.*

Touch: *Don't touch those wires -they're dangerous.*

Grab (take sth suddenly and roughly): *She grabbed her bag and ran.*

Hold: *Could you hold my hand?*

Smell

Smell: Always *smell* wine before tasting it.

Positive: **aromatic** (with a pleasant smell), e.g. aromatic oil

Negative: **smelly** (with a strong or unpleasant smell), e.g. smelly feet

Hearing

Hear (able to hear); **listen (to)** (pay attention to things you hear)

Useful vocabulary

* Verbs connected with the mouth/nose and breathing: **breathe** (through your nose or mouth), **yawn** (when you are tired or bored), **cough**, **sneeze**, **sigh**, **snore**, **smile**, **laugh**

* Verbs connected with speaking: **whisper** (soft), **shout** (loud, angry or excited), **scream** (loud, frightened or excited)

* Some useful adverbs connected with speaking:

-if sb feels angry: **angrily**, **furiously**: *She spoke angrily.*

-if sb feels unhappy: **unhappily**, **sadly**: *She spoke sadly.*

-if sb feels happy: **happily**, **gladly**: *She spoke happily.*

-if sb feels worried: **anxiously**, **nervously**: *She spoke nervously.*

* Verbs connected with eating/drinking: **chew** (grind food with the teeth), **bite** (cut, crush with the teeth), **swallow** (let food go down the throat)

* Verbs connected with the eyes and face: **blink** (shut and open the eyes quickly), **cry**, **blush** (become red in the face)

* Verbs connected with the head/hair: **nod** (your head to mean "yes"), **shake** (your head to mean "no"); **comb** (one's hair)

* Verbs connected with the hands/arms: **clap** (strike one's hands to applaud), **knock** (on a door), **wave** (goodbye), **point** (at sb/sth), **shake hands**

* Verbs connected with the body: **sweat**, **shiver** (shake slightly and uncontrollably), **stroll** (walk in a slow casual way), **march** (walk quickly and with a clear purpose)

PLACES**At home**

Here are some names of rooms and locations in a house which are perhaps less familiar:

attic (room in the roof space of a house -could be lived in), **cellar** (room below ground level, no windows, used for storage), **terrace / patio** (paved area between house and garden for sitting and eating)

Types of houses

Detached house (not joined to any other house), **semi-detached house** (joined to one other house), **terraced house** (joined to several houses to form a row), **cottage** (small house in the country or in a village), **bungalow** (house with only one storey or, in some cases, upper rooms set in the roof), **block of flats**

Weather

Pour: *It was pouring / It was pouring with rain (when it rains a lot)*

* Useful adjectives for weather conditions:

Sunny, **cloudy**, **foggy**, **hot**, **windy**, **humid**

* Useful adjectives for temperature: **boiling** à **hot** à **warm** à **cold** / **chilly** à **freezing**

Useful vocabulary

* Useful adjectives to describe towns: **cosmopolitan**, **crowded**, **dangerous**, **deserted**, **dirty**, **exciting**, **noisy**, **polluted**, **touristy** (negative)

* Useful adjectives to describe the countryside: **boring**, **calm**, **clean**, **peaceful**, **quiet**, **relaxing**, **safe**, **well-preserved**

* Useful adjectives to describe a building/ room: **dark**, **noisy**, **silent**, **quiet**, **huge**, **enormous**, **tiny**

* Words to describe light (darkness/brightness): **dark**, **sombre**, **shiny**

It was a sombre room, with dark, heavy curtains. (serious, imposing)

There was a shiny object lying in the sand.

EXERCISES TO PRACTICE THE PRE-WRITING STAGE:

1. a. Imagine that in an exam you are told to write a story that ends with the words: *We hurried on, hearts pounding, until the screaming stopped and silence descended again.* What type of story are you told to write (a first- or third-person story)?

Read the following short story:

BIRD

I was with my friend Patrick in northern Norway up in the Arctic Circle hitchhiking south from Hammerfest. We'd been trying to get a lift all morning but with no success. There was very little traffic – perhaps one or two cars every fifteen minutes. It was midday and we'd been walking for hours following the empty road as it wound along the coast in and out of the fjords. But we didn't mind. It was a beautiful day – crisp and clear. The only sound was our voices which echoed back at us from the folds of the mountains as we talked. The air was still and the sea was calm.

Suddenly from the corner of my eye I noticed a large black shape swooping towards me out of the silent sky. Then a long ghostly scream ... AIEEEEEEE ... I ducked instinctively just in time as a huge bird rushed past my ears talons reaching out wildly. I turned quickly and watched it soar up into the empty sky and come to rest high above us on a nearby peak.

The bird stood silhouetted against the skyline, screaming bitterly, the harsh sound reverberating eerily in the stillness. We hurried on, hearts pounding, until the screaming stopped and silence descended again.

When you start writing your story (pre-writing) you first begin by writing the ideas and putting them in order. Imagine that you are going to write the story above, you have already written some ideas but they are not in order. Rearrange them into an acceptable order. Write 1-7 next to each sentence.

- a) A bird attacked me.
- b) We were walking along the road.
- c) It screamed until we were some distance away.
- d) I ducked. The bird just missed me.
- e) I was hitchhiking with a friend in northern Norway.
- f) The bird flew to a peak above us.
- g) We hurried away with hearts pounding.

1. b. Imagine that in an exam you are told to write a story that begins with the words: *“Are you sure it's safe?” Josh asked his friend.* What type of story are you told to write (a first- or third-person story)?

Read the following story.

“Are you sure it's safe?” Josh asked his friend Marty, who was just about to step onto the little rope bridge. Josh looked down at the river far beneath them and swallowed hard. Unfortunately, it was the only way to reach the other side, so he knew they had to get across before it began to get dark.

“Look, it's as safe as houses,” said Marty confidently as he put his foot onto the bridge. Once Marty was safely on the other side, Josh began to cross. The little bridge creaked under his weight, making him even more nervous than he already was. He was almost half way across the bridge when suddenly one of the ropes snapped.

Josh screamed as the bridge fell to one side, leaving him hanging over the fast-flowing river far below his feet. Terrified, he clung to the other rope. “Keep calm! Hold on!” Marty called to him. Josh looked across to where his friend stood. Slowly, hand over hand, Josh moved carefully along the rope until he was close enough for Marty to grab him.

Safely on the other side, Josh lay panting on the ground. He felt exhausted, but he was glad to be alive. Marty asked him if he felt he could go on. “Yes, I'm okay,” he replied bravely. “We'd better go. It will be dark soon”. They both set off, leaving the bridge and the terrifying incident behind them.

Imagine that you are going to write the story above, you have already written some ideas but they are not in order. Rearrange them into an acceptable order. Write 1-7 next to each sentence.

- a) One of the ropes snapped.
- b) Marty grabbed Josh.

- c) Josh started to cross the rope bridge.
- d) Marty crossed the bridge safely.
- e) Josh clung to the other rope.
- f) Marty and Josh walked away from the bridge.
- g) Josh moved carefully along the rope.

Imagine that you finish writing the story above. Choose the best title for your story:

- a. An Underwater Adventure
- b. An Accident in the Air
- c. A Nasty Experience.

EXERCISES TO PRACTICE THE WRITING STAGE:

1. TECHNIQUES FOR BEGINNINGS AND ENDINGS:

1. a. Match the beginnings to their endings.

BEGINNINGS...

1. It was a cool August night. All was quiet and peaceful in my house as my parents and two sisters were sleeping in their rooms. I was lying in bed, trying to fall asleep.

2. It was a freezing cold morning. Joanne and I were packing for our trip to Bermuda. Our flight was leaving later that afternoon. "I can't wait to enjoy the hot and sunny weather," said Joanne.

3. Aggie and I had been bored all day at school. As we wandered home, we decided to sneak into the old abandoned house at the edge of the forest. Although our parents had told us never to go in there, we couldn't resist the temptation. I am sure that you would have done the same if you had seen this house.

4. Tina and her brother watched in horror as the water rose higher and higher around them. "Don't worry! I'll think of something," said Tina's brother nervously.

5. I'm sure you all know what it feels like to finally reach the end of a journey, hungry and tired, only to find that nobody is waiting for you.

... ENDINGS

a. Relieved to be back home, I lit the fire while Joanne unpacked our things. We both realised how lucky we had been. Without having to say anything, we understood what the other was thinking. There's no place like home, don't you agree?

b. After being pulled out from under the pile of bricks, we both knew how lucky we had been. We were truly ashamed of ourselves as we glanced at the crowd waiting behind the fence, especially since our parents were there. Isn't it true that curiosity killed the cat?

c. Back in my room, I felt confused and exhausted. I wasn't sure if it was a moment ago or hours ago when I had been trying to fall asleep. "I must have been dreaming," I thought to myself.

d. As I waited for the taxi driver, I looked around me one last time, hoping to see a familiar face. "Where is everyone?" I wondered.

e. As the rescue worker helped them off the roof and into the boat, he said, "That was smart thinking on your part, son."

1.b. Which techniques have been used in each beginning and ending? In some cases more than one technique is used.

- 1. Beginning:
- 2. Beginning:
- 3. Beginning:
- 4. Beginning:
- 5. Beginning:
- a. Ending:
- b. Ending:
- c. Ending:
- d. Ending:
- e. Ending:

2. TENSES:

Imagine that you write the story below for the following exam rubric:

A local newspaper is holding a story competition and you have decided to enter. Your story should start with: *I stood on the deck staring at the huge waves.* Write your story for the competition.

An unforgettable journey

I stood on the deck, staring at the huge waves. From the moment we **1. had left/ were leaving** port and sailed into the English Channel, the weather had got worse and worse. Now, lightning flashed across the sky, which was covered in dark clouds.

Suddenly, the noise of the engines **2. had stopped/ stopped.** The ship **3. slowed/ was slowing**, rolling heavily in the rough sea. A voice over the loudspeakers **4. told/ were telling** us to remain calm – then added that a fire had started in the engine room, and said that all passengers must go immediately to the nearest lifeboat station.

We all **5. ran/ had run** onto the deck, following the signs to the lifeboats. The ship's officers arrived, made sure we had lifejackets and **6. showed/ were showing** us how to put them on.

I **7. looked/ was looking** again in horror at the wild, stormy sea. The thought of being out there in a tiny boat was terrifying. Minutes **8. had passed/ passed** like hours, until at last a voice **9. was announcing/announced** that everything was under control and the danger was over. We all **10. cheered/ had cheered** as the engines started again and the ship **11. moved/ was moving** forward into the waves.

I still couldn't believe it was over – not until we had reached port and I **12. was standing/ had stood** on solid ground again!

Now choose the correct past tense that you would have used in the story above.

Finally, answer the following questions:

1. How many paragraphs are used to set the scene?
2. How many for the development of the story?
3. How many for the end of the story and the expression of feelings?

3. LINKING WORDS:

3.a. Join the following sentences with the given linking structure.

- a) We visited the old part of the city. It was full of ancient temples. (which)
- b) The children enjoyed the local funfair. They could go on exciting rides and eat tasty toffee-apples there. (where)
- c) Charlie's Lobster House was one of the most popular restaurants in the area. It had delicious lobster dishes. (with)
- d) Ranega Airport is on the east coast of the island. It is one of the most modern airports in the country. (past participle: situated)
- e) Auckland has more boats than anywhere else in the world. It also has some of the best beaches in New Zealand. (as well as)
- f) The audience was mostly teenagers but they liked the 1960s dance. (although)
- g) The audience was mostly teenagers but they liked the 1960s dance. (However)
- h) I put a table- tennis table in the cellar. We can play table-tennis in the evenings. (so that)
- i) We have a swimming pool in the garden. Swimming is the sport I like best. (because)

3.b. Circle the correct linking words in the text.

About a week before/ in the end (1) I went to Peter's birthday party, I bought him a present. I got to the party early but later/ as soon as (2) I arrived I gave him the present and he liked it. Then some more people came and the party started. First/ Suddenly (3) we had a drink. Next / During (4) we had tea. After that/ During (5) tea I talked to Sue but before/ as soon as (6) we started talking her mother phoned. There was an emergency at home and she went home. But she came back later/ as soon as (7). It was a summer evening and we went outside. First / Suddenly (8) the moon came out and we all looked at the moonlight in the garden. After that/ During (9) we went back in again. We played some music, talked and danced. Suddenly/ In the end (10) we all went home. It was a good party.

4. DESCRIPTION:

4. a. The adjectives or adverbs in the box can be used instead of other simplistic ones. Put them in the correct place, as in the example.

Happily, great, evil, highly, massive, delightful, extremely, successfully, horrible, miniature, tiny, remarkably, gigantic, satisfactorily, absolutely, fabulous, pleasant, huge, terrific, terrible, wicked, enormous, attractive.

| | |
|-------------|--|
| BIG | |
| SMALL | |
| BAD | |
| GOOD / NICE | |
| VERY | |
| WELL | |

4.b. Replace the words in the extract below with suitable ones from the box above.

Melissa stepped out into the fresh and (1) nice April morning. Her (2) good mood brightened her (3) nice face as she walked (4) well to her new workplace. When she reached the (5) big skyscraper, she looked up and felt (6) small. As she entered the building, she was nervous but (7) very excited. This job was a dream come true for her.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

4. c. When you describe a place you can refer to the senses to make it more vivid. Mention the sense that is referred to in the following sentences:

- Visitors can dine watching the moon rise over the mountains.
- We could hear the sound of church bells ringing.
- I remember the Far East with its aromas of exotic herbs and spices.
- I relaxed in the soothing warm waters of the Roman Baths.
- She enjoyed a cup of freshly-ground Italian coffee.

5. GRAMMAR STRUCTURES:

5.a. Join the sentences using present (-ing) or past participles:

Example: She was annoyed. She gathered her things and left the room. → Annoyed, she gathered her things and left the room.

- I closed the door. I heard someone screaming.
- She was worried. She decided to call the local hospital.
- He fell to his knees. He started crying.
- They were whispering. They walked up the stairs.
- He was frightened. He realised no one would help him.
- I was covered with a warm blanket. I finally felt safe.

KEY:**EXERCISES TO PRACTICE THE PRE-WRITING STAGE:**

Exercise 1.a: A first-person story. The order is: e, b, a, d, f, g, c.

Exercise 1.b: A third-person story. The order is: d, c, a, e, g, b, f. The best title is c) A Nasty Experience.

EXERCISES TO PRACTICE THE WRITING STAGE:

Exercise 1.a: 1. c, 2. a, 3. b, 4. e, 5. d.

Exercise 1.b:

1. using the senses to set the scene
2. using the senses to describe the weather and using direct speech
3. referring to feelings/moods and addressing the reader directly
4. direct speech, referring to feelings or moods
5. addressing the reader directly, referring to feelings
 - a. referring to feelings/ moods and asking a rhetorical question
 - b. referring to feelings/moods and asking a rhetorical question
 - c. referring to feelings/moods and using direct speech
 - d. direct speech
 - e. direct speech

Exercise 2:

1) had left, 2) stopped, 3) slowed, 4) told, 5) ran, 6) showed, 7) looked, 8) passed, 9) announced, 10) cheered, 11) moved, 12) was standing.

1. How many paragraphs are used to set the scene? One, the first.
2. How many for the development of the story? Three (from the second to the fourth paragraph).
3. How many for the end of the story and the expression of feelings? One, the last.

Exercise 3. a:

- a) We visited the old part of the city, which was full of ancient temples.
- b) The children enjoyed the local funfair, where they could go on exciting rides and eat tasty toffee-apples there.
- c) With its delicious lobster dishes, Charlie's Lobster House was one of the most popular restaurants in the area.
- d) Situated on the east coast of the island, Ranega Airport is one of the most modern airports in the country.
- e) Auckland has more boats than anywhere else in the world as well as some of the best beaches in New Zealand.
- f) Although the audience was mostly teenagers, they liked the 1960s dance.
- g) The audience was mostly teenagers. However, they liked the 1960s dance.
- h) I put a table-tennis table in the cellar so that we can play table-tennis in the evening.
- i) We have a swimming pool in the garden because swimming is the sport I like best.

Exercise 3.b: 1. before, 2. as soon as, 3. First, 4. Next, 5. During, 6. as soon as, 7. later, 8. Suddenly, 9. After that, 10. In the end.

Exercise 4. a:

BIG: (great), massive, gigantic, huge, enormous.

SMALL: miniature, tiny.

BAD: evil, horrible, terrible, wicked.

GOOD/ NICE: (great), delightful, fabulous, pleasant, terrific, attractive.

VERY: (great), highly, extremely, remarkably, absolutely.

WELL: happily, successfully, satisfactorily.

Exercise 4. b:

- | | |
|---|---------------------------------------|
| 1. delightful / fabulous/ pleasant/ terrific. | 5. massive/ gigantic/ huge/ enormous. |
| 2. great / fabulous/ terrific. | 6. tiny |
| 3. attractive | 7. extremely |
| 4. happily | |

Exercise 4. c: a) sight, b) hearing, c) smell, d) touch, e) taste.

Exercise 5.a:

- | | |
|---|---|
| 1. <u>Closing</u> the door, I heard someone screaming. | 4. <u>Whispering</u> , they walked up the stairs. |
| 2. <u>Worried</u> , she decided to call the local hospital. | 5. <u>Frightened</u> , he realised no one would help him. |
| 3. <u>Falling</u> to his knees, he started crying. | 6. <u>Covered</u> with a warm blanket, I finally felt safe. |